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ABSTRACT

This module, one in a series of competency-based administrator education learning packages, focuses on specific professional competencies needed by vocational education administrators. The competencies upon which these modules are based were identified and verified through research as being important to the success of local administrators of vocational education at the secondary or postsecondary level. The materials are designed for use by administrators or prospective administrators working individually or in groups under the direction of a resource person. This module is designed to help vocational education administrators to develop the skills needed to enable them to effectively supervise instructional personnel, which in turn can lead to (1) optimum performance by teachers and optimum learning by students, (2) high student and staff morale, and (3) achievement of one of the institution's primary goals: preparing students to enter the world of work successfully. This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for that experience and a brief description of what the learning experience involves. Outside resources are suggested. The final learning experience requires the student/administrator to demonstrate an actual administrative situation in which vocational education personnel are supervised to the satisfaction of a resource person who is assessing competence in the situation. (KC)

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Supervise Vocational Education Personnel

MODULE
LT-D-2

Revised Edition

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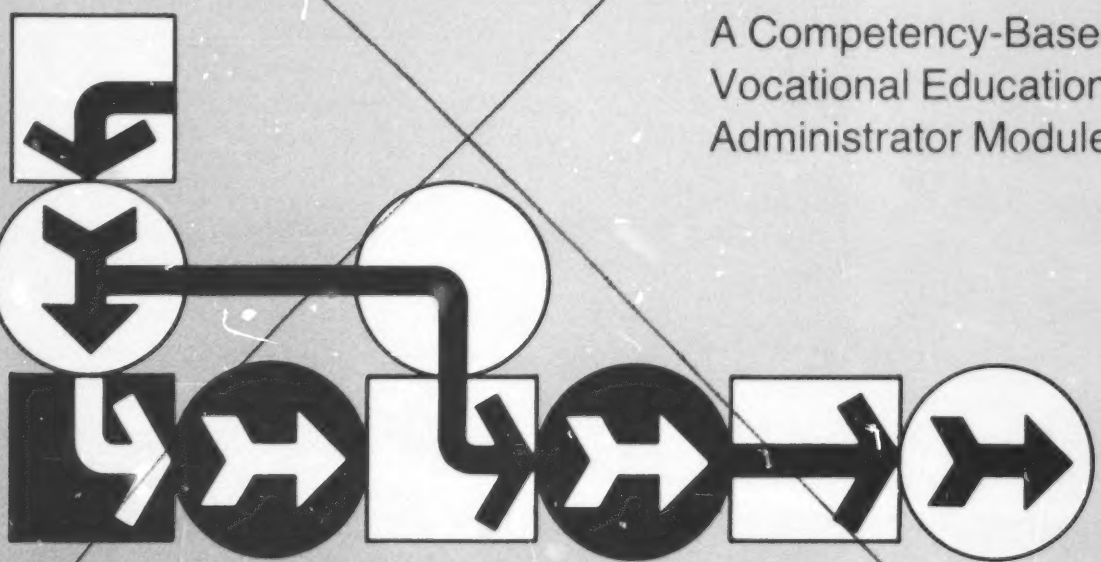

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Supervise Vocational Education Personnel

MODULE
LT-D-2

Revised Edition

Module LT-D-2 of Category D–
Personnel Management

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

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FOREWORD

The need for competent administrators of vocational education has long been recognized. Preservice and inservice administrators at both the secondary and postsecondary level need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. The project had two major objectives, as follows:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The identification of competencies was based upon (1) input from a select group of experienced vocational administrators participating in a DACUM (Developing A Curriculum) workshop and (2) the results of an extensive and comprehensive literature search and review. The merger of the DACUM and literature review task statements resulted in a list of 191 task statements that described all known functions and responsibilities of secondary and postsecondary vocational administrators.

These task statements were submitted by questionnaire to a national group of 130 experienced secondary and postsecondary administrators of vocational education for verification. A total of 92 percent of these administrators responded to the verification questionnaire and indicated that 165 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator.

High-priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised. The modules are designed for use by both preservice and inservice vocational administrators. Each module includes performance objectives, information sheets, learning activities, and feedback devices to help the module user (learner) acquire the specified competency. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (administrator educator) is required to guide, assist, and evaluate the learner's progress.

This module is one of the six prototypic modules developed. After the completion of that project, however, several states joined with the National Center in September 1978 to form the Consortium for the Development of Professional Materials for Vocational Education. Through the support of this consortium, an additional twenty-three modules were developed. Thus, the complete series now addresses all the competencies that had been identified and verified as being important to the role of vocational administrator.

Several persons contributed to the successful development and field testing of this module on the supervision of vocational education personnel. Special recognition goes to Barry Hobart, Graduate Research Associate, for his extensive review of the literature on the supervision of personnel and for his writing of the original manuscript. Thanks are also due to Kristy L. Ross, Program Assistant, for her editing and formatting of the manuscript; and to Glen E. Fardig, Research Specialist, for his review and critique of the manuscript.

Credit goes to Robert E. Norton, Project Director, for providing overall leadership and content reviews; and to James B. Hamilton, Senior Research Specialist, for his guidance and administrative assistance.

Appreciation is also extended to Russ Gardner, Kent State University; Aaron J. Miller, Ohio State University; Don McNelly, University of Tennessee; and Charles Parker, Utah State University; who served as field-site coordinators for field testing; and to the local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement.

Finally, recognition is extended to the following individuals for their roles in the preparation of the original module for publication by the American Association for Vocational Instructional Materials: Lois G. Harrington, Program Associate, for her revision of the module; and Shellie Shreck, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a high-quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

The supervision of instructional personnel can be one of the most challenging and stimulating responsibilities facing the vocational-technical administrator--challenging because of the individual differences among teachers, stimulating because of the rewards that can come from helping people achieve greater success and obtain greater satisfaction from their occupation.

Helping people. This is an appropriate term to use in describing the task of supervision. Some people think of supervision as managing people, organizing people, or directing people. Certainly managing, organizing, and directing are involved; but principally, supervision is a task of helping.

As a vocational administrator responsible for the supervision of personnel, your role is critical; it is your responsibility to create a climate that encourages and supports (1) teacher motivation and satisfaction, (2) interpersonal relations among staff and administrators, and (3) teachers' sense of task responsibility and achievement. To do so embraces many different responsibilities and demands the application of a variety of important personnel management skills.

This module is designed to help you develop the skills necessary to enable you to effectively supervise instructional personnel, which in turn can lead to (1) optimum performance by teachers and optimum learning by students, (2) high student and staff morale, and (3) achievement of one of the institution's primary goals: preparing students to successfully enter the world of work.

Module Structure and Use

This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objective for that experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, supervise vocational education personnel. Your performance will be assessed by your resource person using the "Administrator Performance Assessment Form," pp. 47-49. (Learning Experience III)

Enabling Objectives:

1. After completing the required reading, identify for given case situations (1) the teacher needs or motivations being satisfied and/or (2) the supervisory techniques being used to meet teachers' needs and provide motivation. (Learning Experience I)

2. After completing the required reading, critique the performance of a supervisor in a given case study in supervising staff. (Learning Experience II)

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Gellerman, Saul W. Motivation and Productivity. New York, NY: American Management Association, 1963.

- A SCHOOL PSYCHOLOGIST OR COUNSELOR knowledgeable about the characteristics of motivation with whom you can consult.

Learning Experience II

Optional

- REFERENCE: Gellerman, Saul W. Motivation and Productivity. New York, NY: American Management Association, 1963.
- REFERENCE: Sergiovanni, Thomas J., and Starratt, Robert J. Supervision: Human Perspectives. Third Edition. New York, NY: McGraw-Hill Book Co., 1983.
- ONE OR MORE ACTUAL ADMINISTRATIVE SITUATIONS in which you can observe and analyze the style and procedures used by administrators in the supervisory process.
- A RESOURCE PERSON AND/OR PEERS to react to your critical analysis report.

Learning Experience III

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which you can supervise vocational education personnel.
- A RESOURCE PERSON to assess your competency in supervising vocational education personnel.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

> Guide to Using Competency-Based Vocational Education Administrator Materials. Athens, GA: American Association for Vocational Instructional Materials, 1977.

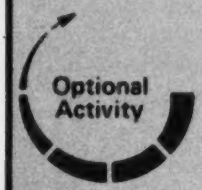
This module addresses task statement numbers 68, 71, 101, 102, and 105 from Robert E. Norton et al., The Identification and National Verification of Competenices Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

Learning Experience I

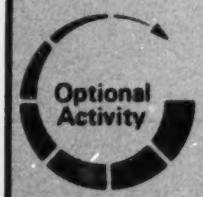
OVERVIEW

After completing the required reading, identify for given case situations (1) the teacher needs or motivations being satisfied and/or (2) the supervisory techniques being used to meet teachers' needs and provide motivation.

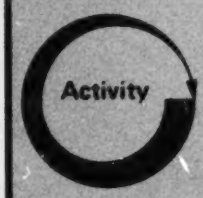
You will be reading the information sheet, "Motivating Instructional Staff," pp. 9-18.



You may wish to read the following supplementary reference: Gellerman, Motivation and Productivity, Parts II and III.



You may wish to interview a school psychologist or counselor to discuss further the characteristics of human motivation.



You will be reading the "Case Situations," pp. 21-22, and identifying (1) the teacher needs or motivations being satisfied and/or (2) the supervisory techniques being used to meet teachers' needs and provide motivation.

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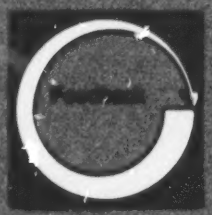

You will be evaluating your competency in identifying (1) the teacher needs or motivations being satisfied and/or (2) the supervisory techniques being used to meet teachers' needs and provide motivation by comparing your completed responses with the "Model Responses," pp. 23-24.

For information on why the motivation of staff is critical to the role of supervision, what factors affect motivation, and how to select appropriate motivational strategies based on those factors, read the following information sheet.

MOTIVATING INSTRUCTIONAL STAFF

Motivating instructional staff to improve their teaching performance is a key supervisory responsibility, which can have far-reaching effects. On a humanistic level, by motivating staff to improve professionally, you are helping them to fulfill their potential. On a pragmatic level, you are helping the institution to meet its goal of providing high-quality instruction for its students.

Furthermore, if teachers can be motivated to continually reach toward their potential, it is not only their skill-level that improves. It is likely that the motivation itself will carry over into the classroom and laboratory. Studies conducted to determine what teacher behaviors result in student learning have had mixed results; the variables are so intermingled that it is difficult to sort out which variables make a difference. However, one factor--teacher motivation/enthusiasm--has consistently been found to be an important element influencing student achievement.

Not only does motivation have a primary impact on teacher performance and student learning, but it also has an impact on the morale of the the institution. The morale of an organization may be defined as the willingness of its members to work together to achieve its goals. If both teachers and students are seeking to maximize their potential and perform at the highest level possible, both will be obtaining satisfaction from their achievements, and consequently, the morale of the institution will be high.

Clearly, then, your ability to motivate instructional staff is critical to your role as a supervisor, to the instructional staff, to the students, and to the organization. But to motivate people, you must first understand the nature of motivation and the general nature of the people with whom you are dealing:

- First, we are said to be motivated when we direct our behavior toward satisfying a particular need. Thus, it is important for you to understand the nature of human needs.
- Second, you need to understand the nature of human motivation--the general characteristics of human motives.
- Third, the people you are trying to motivate are adults. Therefore, you need to be familiar with the characteristics of adult behavior.

Of equal importance is how varying needs and motives and levels of maturity affect your selection of appropriate strategies for providing the needed motivation. Let's look at each of these topics in more depth.

Nature of Human Needs

People are so different that it is easy to feel that there are as many different needs as there are people. In one sense, this is true. People vary greatly in their patterns of needs. However, studies have revealed that most people tend to be motivated by some specific personality needs. Each of these needs can shape the teacher's behavior in quite specific ways. If you are to be successful in motivating teachers, then you must help teachers satisfy each of these needs within the teaching role.

Need for Achievement

When people spend time thinking about doing a better job, accomplishing something unusual and important, or advancing their careers, they are showing a need for achievement. People who have strong needs for achievement may seek to outperform someone else--the strong competitive drive we see in our society--or they may seek to meet or surpass some self-imposed standard of excellence. To motivate teachers who have a need for achievement, you will need to consider and address the following three behaviors that generally characterize this need.

People motivated by a need for achievement want to feel personal responsibility for their jobs and for finding solutions to the problems they encounter in their jobs. Such people must feel identity with and responsibility for their jobs. The responsibility must be felt to be significant. And, their successes on the job must to be ascribed to their own abilities and must become part of their own achievements. A person motivated by achievement will not be satisfied if his/her achievements are credited to a supervisor.

In light of this characteristic, you need to ask yourself the following questions:

- Do I give personal responsibility to individual teachers?
- Is that responsibility clearly defined and challenging?
- Will a teacher get due credit for success in that responsibility?
- Is the responsibility within a teacher's capabilities--but also challenging to him or her?
- Would a teacher feel increased achievement by participating in professional development experiences?

One of the potential problems with teaching is that a student's failure is sometimes ascribed to the inability of the instructor to teach, whereas a student's success is often ascribed to the student's own abilities. This tends to deny teachers any real and continuing sense of achievement in a profession where achievement is a complex issue anyhow. Therefore, one of your responsibilities in supervising instructional personnel is to see that your teachers are challenged by their responsibilities and that they enjoy a sense of achievement through success in meeting those responsibilities.

People motivated by a need for achievement like tasks that are challenging, but not too difficult. If a task is easy or routine, such people are likely to be successful but will get little satisfaction from that success. If the task is too difficult, it offers too great a possibility of failure. People motivated by a need for achievement are not gamblers. They like some risk, but that risk must be realistic and a sensible challenge to their abilitites.

Therefore, it is important that the responsibilities you give to teachers who have a need for achievement are not all so routine that there is no challenge in them. It is easy for teachers to treat their activities as routine tasks and to slip into a "good enough" performance mode. This may offer some comfort, but it will not offer any real sense of success.

People motivated by a need for achievement want concrete feedback concerning how well they are doing. Such people need to have their accomplishments verified by others. They need to know just how much progress they have made. If they are involved in long-term activities, then their sense of accomplishment will be delayed unless they receive concrete feedback on their progress--their concrete achievements--along the way.

In the teaching profession, however, such concrete results are difficult to measure, as debates over accountability demonstrate. However, if teachers are to have their needs for achievement satisfied within the profession of teaching, then positive feedback concerning their performance and success must be given. You can offer significant positive feedback through classroom observations and by encouraging teachers to view videotapes of their own classroom performance.

This feedback, however it may come, needs to be frequent, immediate (i.e., little delay between the performance and the feedback), specific (i.e., consisting of constructive criticism on particular aspects of the performance), understandable, and positive (i.e., reinforcing good performance and encouraging rather that enforcing).

Need for Affiliation

Human beings are generally sociable animals who need and enjoy the friendship and love of others. Much human effort is directed toward satisfying this need for affiliation. Some schools offer a climate of friendship, warmth, and trust; others don't. The type of climate that a school offers can be greatly affected by your attitudes and behavior.

When one thinks of the proportion of a person's life that is spent at work--at least half his/her waking hours--it becomes obvious how necessary it is that the work environment satisfy, in some degree, the need for affiliation. However, much of a teacher's work takes place behind classroom doors, isolated from peers, and unfortunately students do not always contribute to a sense of friendship and warmth.

You can do a lot to encourage an atmosphere of warmth and friendship within the school by offering your own sincere friendship and by promoting and encouraging social events and other positive interactions within the school, especially among the staff. It is important to realize that warmth and friendship are natural occurrences among people--if the conditions exist that foster them. Therefore, if this type of positive climate does not characterize your school, you will need to determine the conditions that are preventing it.

In order to ensure that you can satisfy the staff's need for affiliation in the school, you could ask yourself the following questions:

- Am I available to the staff?
- Do I offer friendship to the staff?
- Am I interested in the staff members as individuals?
- Do I demonstrate this interest to them?
- Do I encourage staff social events?
- Do I participate in staff social events?

Need for Power

When people seek to have an impact on others, they are said to be motivated by a need for power. This need may be expressed in strong, forceful actions (e.g., aggression) that affect others, It may be demonstrated in giving help, assistance, advice, or support--even if it has not been sought by the other person.

Trying to control other people through regulating their behavior or the conditions of their lives--or through seeking information that would affect their lives or actions--can be an expression of this motivation. Trying to influence, persuade, make a point, or argue with another person--when the concern is not to reach agreement--and trying to impress some other person or the world at large are other expressions of this motivation.

Teaching can be an authoritarian occupation and can provide considerable satisfaction to a teacher's need for power. If teachers feel that they have no influence or power in their occupation--no real input into the decision-making process--then they are likely to satisfy their need for power in the classroom and in their relationships with the students. This is generally not conducive to a good atmosphere in the school, nor to a good rapport in the classroom.

A legitimate means of satisfying this need for power is for the teacher to feel a genuine measure of influence in the decision-making processes of the school. It is up to you to see that the school organization is structured in such a way as to allow teachers to have this decision-making influence.

Need for Self-Actualization

If we think about the three needs that have been discussed thus far--achievement, affiliation, and power--we can see that, in some instances, behavior stemming from any one of them can be disruptive and bad. An excessive drive for achievement can make a person aggressive or ruthless; an excessive need for power can make a person domineering. Such behaviors cause friction and are counterproductive.

On the other hand, an appropriate level of need for achievement can lead to professional development and fruitful accomplishments; an appropriate level of need for power can lead to initiative and helpful support. The difference between a person's productive and/or counterproductive behavior is largely determined by the person's degree of self-actualization, a term coined by Abraham Maslow.[1]

A person's need to become a complete, autonomous individual is called by Maslow a desire for self-actualization. Most people want to develop their abilities to the fullest, to become all that their potential will allow. People who achieve this goal tend to exhibit considerable personal freedom in their behavior. This freedom stems from three basic characteristics found in self-actualized persons.

Self-actualized people see themselves in positive ways. In other words, such people tend to have a high degree of self-esteem. As a consequence, they do not have a compelling need to promote themselves, prove themselves, justify themselves, or protect themselves against criticism. Nor do they feel they have to resort to any other of the defensive forms of behavior that people who have inferior and inadequate self-concepts tend to demonstrate.

There is probably no greater factor determining the degree of an individual's personal freedom than his or her self-concept. We learn about ourselves through our experiences with others. An important part of that learning comes from experiences gained in the world of work. Thus, as a supervisor, you are in a position to help people develop a greater sense of self-worth and personal value through achievement, reward, and acceptance at their place of work.

Beginning teachers learn a lot about themselves, their abilities, their potential, and their future prospects in the first few years of teaching. Their professional careers are significantly influenced in these early years by what they learn about themselves and their occupational worth. If they encounter supervision that is encouraging, sympathetic, and rewarding, then their attitudes toward and commitment to teaching are more likely to be positive and confident.

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1. Abraham H. Maslow, Toward a Psychology of Being, Second Edition (New York, NY: Van Nostrand Reinhold Company, 1968).

Self-actualized people tend to be open to experience. Because they have more positive self-concepts, such people tend not to be unduly afraid of failure. Teachers who are self-actualized will be more open to exploring new ideas, new methods, and new curricula, and they will not be afraid of change and innovation.

People tend to develop this openness to experience when they learn that new experiences don't hurt them and that they won't automatically fail when faced with a new experience. It is very important, therefore, that new, enthusiastic teachers receive positive and encouraging reinforcement during their efforts, however halting, to try out new ideas and to be creative.

Self-actualized people tend to get involved, to be committed, to be identified with whatever they do. People who will not make a commitment tend to be walled off from experience. Such people do not make the transactions with life that lead to satisfying human relationships and do not make the daily discovery of new and exhilarating learning experiences.

The risk of commitment is taken only by those who have learned that commitment can be rewarding and successful and doesn't have to lead to hurt or failure. Teachers, therefore, will tend to be committed to their profession if they learn early in their careers that commitment to teaching is appreciated by those who count--their supervisors--and is rewarded.

Good supervision encourages the self-actualization of teachers, and the more self-actualized teachers are, the less they need supervision. Self-actualized teachers will tend to strive for a level of achievement that is realistic and rewarding but not hurtful to others, a level of friendship that is warm and satisfying but not dependent, and a level of power or influence that leads to a sense of significance and counting-for-something without destroying the same sense of significance and worth in others.

Nature of Human Motivation

Having considered these basic human needs, it is also important to consider the characteristics of motivation as they affect human behavior. There are five important aspects of human motivation. They are as follows.

Human motives tend to be unique to the individual. This presents a great challenge to any person who has responsibility for supervising the work activities of others. It would be so much easier if people made similar choices in their behavior for similar reasons; we could then predict fairly accurately how they would behave in any situation. But they don't. Even when people seem to be striving for the same goals, they are frequently motivated by different reasons.

For example, some students cooperate with the teacher because they want to learn. Other students cooperate because they want the ego enhancement of success. Still others want to please. Some may see cooperation as a means to an end--they need to be pass the course in order to graduate, get a job,

and attain money. And so on. The strength of students' learning drives and their reactions to success and failure will differ markedly as a result of the different reasons behind those drives. This characteristic also holds true for teachers.

One way in which educators have sought to come to grips with these differences in motivation among students is to accommodate individual differences in their instructional methods and curricula. You need to give similar attention to recognizing the individual differences of teachers. You need to accommodate not only teachers' differences in capacity, in experience, and in achievement, but also their differences in motives--the patterns of their choices and the reasons behind those choices.

In an effort to make supervision more simple, administrators sometimes set up systems of management that ignore these differences. Administration is a complex task, and any system that simplifies it has great attraction. However, because of the complex nature of human motivation and behavior, there is no single supervisory style that will promote optimum effort from all workers.

For example, some teachers are "loners." They prefer to be given a task and left alone to perform it. Others like considerable interaction with and guidance from an administrator when completing a task. Some teachers respond well to directions; others respond only to suggestions. Suggestions given to the former will frustrate them; directions given to the latter will irritate them. You must assess these individual differences and relate to the teachers in terms of these differences.

Similarly, your expressed interest in one teacher's family, health, or other personal matters can be highly motivating and give the teacher a feeling of inclusion and belonging. Another teacher may well see such interest as an intrusion into personal affairs and be suspicious of it. Some administrators react to these differences by keeping a distant relationship with all teachers in order to be "on the safe side." It is far better if you can accommodate these differences in your supervisory relationships with staff.

Human motives vary in their strength. This means that a stronger motive will be the determinant of behavior until it has been sufficiently satisfied to allow a weaker motive to operate. Therefore, it is not sufficient just to know the pattern of a person's motives; it is also important to know which ones are operating at any given time.

We know how hunger--and other such basic needs--can command our attention and determine our actions until it is sufficiently satisfied to allow us to pursue "higher needs." Likewise, if a person's need for affection has not been filled, this need may be determining the behavior of that person. A need for affection is less likely, however, to be determining the behavior of someone who enjoys satisfying human relationships with family and friends.

A teacher whose need for power is not being met may be greatly motivated by being appointed to chair an important committee. For another teacher, who does not find satisfaction in positions of power (or whose schedule will not

accommodate such a responsibility), such an appointment will not provide motivation. It may, in fact, cause resentment. Unless these differences in motivation are understood, it is easy to deem the second teacher "ungrateful."

In fact, people are only grateful when others help them to meet needs that are important to them. The second teacher would probably be just as grateful as the first--and be motivated accordingly--if helped to achieve his or her personal goals. It may be that the second teacher would like to establish better relationships with students. Help in achieving that goal may be highly motivating to the teacher and produce a similar positive increase in morale.

Some motives tend to be persistent, while others may be satisfied quickly. Some motives characterize a person's behavior no matter how successfully the goals of the motives are achieved. For example, a person who has a strong drive to make money may be so obsessed with making money that no amount of success is satisfying. The same motive in another person may be easily satisfied and give way to the operation of other motives.

Trying to satisfy motives that refuse to be satisfied can be irritating and disappointing. For example, some teachers need constant reassurance that their performance is acceptable. Unless they receive this, they begin to doubt their achievements and to resent the system that denies them this reassurance. They become uneasy and insecure in their work. If you are to meet the needs of such teachers and maintain their motivation, feedback must be given that will regularly reinforce their efforts. And feedback--in the form of approval, praise, and acceptance--must be determined by the motivational needs of the individual teachers. These needs will vary considerably from teacher to teacher.

Motives are not only unique to a person, they are also quite subjective. What satisfies a motive in one person may not satisfy the same motive in another. One teacher's need for ego enhancement may be satisfied by the intrinsic rewards of student success, while another teacher may need to receive specific recognition and praise from you. This subjectivity of motives increases the difficulty of supervising teachers because the approach to supervision must be individualized in order to accommodate the individual motives of teachers.

Motives are sometimes hard to identify because people may hide the real reasons for their behavior behind more acceptable ones. For example, if a motive such as aggression or greed is unacceptable, people will tend to attribute more acceptable motives to their aggressive or greedy behavior. Or, if a motive is completely unacceptable within society, people may substitute an acceptable one for it. In other words, they may substitute behavior that is socially acceptable as a means of satisfying the more basic motive.

For example, highly aggressive sports give some people the opportunity to both satisfy and hide unacceptably high levels of aggression. Likewise, a teacher's need to dominate others might be given the outward appearance of being laudable when he or she expresses it by running a highly organized and

efficient laboratory. A highly organized and efficient laboratory is desirable, of course, but not if teacher domination is so great that it prevents students from learning. It is important that you try to determine the real motive behind people's behavior if you are to be successful in motivating these people.

For another example, let's take a case in which a teacher has strong negative attitudes toward certain ethnic groups and acts in negative and hostile ways to members of that group. It is likely, however, that this teacher will hide these actions behind more acceptable motives--such as demands for excellence from students belonging to the particular group. In fact, the teacher is punishing the students with excessive and unfair demands.

Or a teacher may resent and have feelings of hostility toward you, yet hide these feelings behind apparent cooperativeness and even subservient behavior. Or a teacher's strong belief in and commitment to discipline may be covering fear and a feeling of inadequacy in relating to students. Help for such a teacher can come only after recognizing the real motive behind the behavior.

Characteristics of Adult Behavior

Another important determinant of how people behave when motivated is their level of maturity. Level of maturity varies considerably among adults. To be successful in dealing with adults, you must deal with them in terms of their level of maturity.

In examining the level of maturity of an individual, seven characteristics of a child's behavior can be identified. The behavior of the adult can then be considered in light of these characteristics. Adults who exhibit these characteristics in the extreme are considered to be immature; those who seem to have effective control over these characteristics are said to have matured. It is important to note that we all tend to exhibit some of these characteristics; that is, any one person tends only to have a degree of adult maturity--and there is a great spread among adults.

The seven characteristics of a child's behavior and the changes that normally occur in that behavior as a child becomes an adult are as follows:

- A child is generally passive. He or she moves to a state of increased activity as an adult.
- A child is very dependent on others. He or she outgrows this dependency and develops a capacity to shift for him/herself as maturity increases.
- A child has a very limited repertoire of ways of behaving. As a child becomes older, he or she learns to respond to a given situation in a wide variety of ways.

- A child does not maintain a given interest for very long and cannot pursue that interest deeply or deliberately. As he or she matures, interest can be maintained for long periods of time.
- The time perspective of a child is very short. As a child matures, he or she becomes aware of both past and future, and as an adult, he or she often ignores the present for the sake of either or both.
- A child is considered to be everyone else's subordinate. He or she develops to being an equal or even a superior of others as an adult.
- A child does not have a habitual set of attitudes about him/herself. An adult thinks a great deal about the kind of person he or she is.

Clearly, people who still tend to be childlike in their behavior and attitudes require a type of supervision that would probably be suffocating to a more mature person. Unfortunately, the authoritarian attitudes and directive behavior that have tended to characterize supervision in the past have suited the more immature adult and have tended to frustrate the more mature adult. There is a great need to supervise teachers as individuals, based on your accurate assessment of the level of maturity of each individual teacher. However, one must hasten to add that it is very easy to conceive of employees as much less mature, much less responsible, and much less motivated than they, in fact, are.

As an administrator, you may find it helpful to ask yourself the following questions in assessing the maturity level of individual staff members:

- Does the teacher show considerable dependence on others in his/her work?
- Does the teacher frequently seem hesitant to make decisions?
- Does the teacher show a constant need to check out all his/her decisions with you or with others?
- Does the teacher seem rigid in responding to different situations?
- Does the teacher seem to lose interest quickly in new responsibilities?
- Does the teacher seem more concerned with the immediate present than with future development and advancement?
- Does the teacher interact comfortably with supervisors and subordinates, or does he/she seem subservient to supervisors and dominant with subordinates?
- Does the teacher seem accepting of his/her self and display a realistic assessment of his/her characteristics and abilities?

If your responses to most of the questions are yes regarding a particular teacher or if a teacher displays any one of the characteristics to a marked degree, then it is probable that the teacher needs some help in developing a greater level of adult maturity. Patient and helpful supervision can do much to help such a teacher in this area of development.

For further information on the relationships among student learning, teacher performance, and teacher motivation, you may wish to read Parts II and III of the following supplementary reference: Gellerman, Motivation and Productivity. These sections explain the characteristics of human motives and the relationship between these characteristics and supervision.

You may wish to arrange through your resource person to meet with a school psychologist or counselor to discuss further the characteristics of motivation dealt with in the information sheet. In this meeting, you may wish to discuss ways of assessing motivation and appropriate ways of reinforcing motivation among teachers.

NOTES

The following "Case Situations" describe incidents involving teachers. Each situation is followed by one or more questions concerning the needs or motivations involved. Read each situation and then respond in writing to the questions provided.

CASE SITUATIONS

1. An administrator had asked Mrs. Brown, one of the business teachers, to make a presentation and arrange a display of student work at a school open house. Because the work displayed was of such a high quality, the administrator encouraged Mrs. Brown to enter some of her students in a state competition for business students. The principal was surprised by the amount of extra time Mrs. Brown spent in helping these students prepare for the display and the competition. She displayed an enthusiasm that had been previously lacking in her teaching.

   Which personal need was being satisfied for the teacher described, and what techniques were used?

2. Mr. Yates, a department chairperson, seemed to be able to get the teachers in his department to do all types of extra duties. He laughingly told the chief administrator that the teacher in his department who gets the best score in the department's biweekly golf game gets the extra jobs as the prize.

   Which personal need is being satisfied for the teachers in the situation described? How is this helping the work situation?

3. Seven teachers are attending the school's Saturday football game. Mr. Adams is anxious to be noticed at the game by the principal. Mr. Bates is really lost in the excitement of the game. Miss Johnson is anxious to meet Mr. Ahmed, the coach, after the game--hoping to be invited out again by him for supper. Mr. Darby doesn't take any interest in the game but works at the gate collecting tickets. Ms. Ellis has a part-time job as a photographer for a local newspaper and is there to cover the game. Mrs. Peabody is eager to watch her brother play as a member of the opposing team. Mr. Thomas knows little about the game but goes to it so that he can discuss it with the football fans in his class.

What appears to be motivating each of the seven teachers to attend the school's football game? In addition, what characteristics of human motivation are being exemplified?

4. Two teachers were being encouraged by their supervisor to enroll in a summer program at the university. Ms. Chan wanted to read the course of study carefully to find out exactly what she would learn from the course; Mr. Youngman asked the supervisor whether any salary increase could be expected as a result of completing the course.

Compare the reactions of the two teachers; what different sources of satisfaction do they seem to want from the same activity?

Compare your written responses to the "Case Situations" with the "Model Responses" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL RESPONSES

1. Mrs. Brown's need for achievement is clearly revealed in this episode. The administator provided for this need by giving her a chance to display her achievements as a teacher at the open house, as a result of which she became motivated and enthusiastic. The administrator provided her with further opportunity for recognition and approval of her teaching skills by asking her to enter her students in the state competition.

   Thus, Mrs. Brown received a challenge through the presentation, display, and competition. Her achievements were valued by the administrator and were of significant importance to the success of the open house. There was clear feedback supplied through the results of the competition. Each of these factors--challenge, value, importance, feedback--has been shown to be important in arousing achievement motivation.

2. Obviously the department is benefiting from the affiliation motivation developed by the chairperson's efforts to encourage meaningful social relations among the staff. Apparently the staff meets regularly for golf, which is encouraging the development of good relationships among them. Because the shared social activity has strengthened staff relationships, the staff members apparently are more willing to accept less popular work tasks.

3. The motive behind Mr. Adams's attendance at the game is obviously a need to impress. This perhaps stems from an affiliative need or a need for ego recognition.

   Mr. Bates is motivated by interest and enjoyment in the event itself. This is sometimes called an intrinsic motivation because the event itself is the source of satisfaction.

   Miss Johnson is motivated by a need for affiliation and hopes to have this satisfied by cultivating a closer relationship with the coach--it is to be hoped that the coach has a similar need for affiliation!

   Mr. Darby is motivated by a sense of responsibility to his work.

   Ms. Ellis may be at the game to gain extra income or perhaps to fulfill a need for achievement and recognition if photography is a strong interest.

   Mrs. Peabody is motivated by the interpersonal relations--her interest in supporting her brother's involvement in the game.

Mr. Thomas is motivated by a need for affiliation--he is seeking to establish better relations with the members of his class. He is also satisfying a need to achieve. By establishing better relations with the class, the teaching/learning environment should improve, and this may lead to better class motivation.

The seven teachers are obviously motivated by very different needs. They are not exhibiting the same behavior for the same reasons. Thus, one characteristic of motivation and human behavior that is revealed is that of the uniqueness of human motives. Another characteristic being revealed is that at least some of the teachers are hiding the real reasons for behavior behind more acceptable ones. For example, Mr. Adams probably wants the principal to think that the reason he is attending the game is because he is interested in the school and its activities. In fact, he is actually there to impress the principal.

4. It is obvious that the two teachers are looking for quite different outcomes from the same activity. Ms. Chan seems to be looking for an increase in knowledge and ability, perhaps to satisfy a need to achieve better standards in teaching. This teacher is seeking intrinsic satisfaction from the activity. That is, she is seeking satisfaction from the activity itself rather than from some outcome or by-product of the activity.

   On the other hand, Mr. Youngman is looking for an extrinsic reward--in this case, a salary increase. For him, the prospect of receiving more money has the power to motivate him to enroll in a summer program at the university.

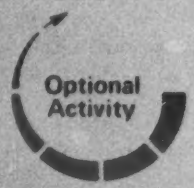
Level of Performance: Your written responses to the "Case Situations" should have covered the same major points as the "Model Responses." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Motivating Instructional Staff," pp. 9-18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

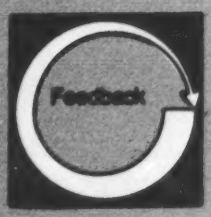
After completing the required reading, critique the performance of a supervisor in a given case study in supervising staff.

You will be reading the information sheet, "Characteristics of Effective Supervision," pp. 27-36.



You may wish to read one or more of the following supplementary references: Gellerman, Motivation and Productivity, Part I; and/or Sergiovanni and Starratt, Supervision: Human Perspectives, Chapters 7 and 8.

You will be reading the "Case Study," pp. 37-38, and critiquing the performance of the supervisor described.



You will be evaluating your competency in critiquing the supervisor's performance in supervising staff by comparing your completed critique with the "Model Critique," pp. 39-40.

continued

You may wish to observe actual situations in which administrators are supervising staff and to record and analyze the style and procedures used by each administrator in the supervision process. You could also choose to write a critical analysis of the supervisory style and procedures used in each situation.

You may wish to evaluate your own experience by sharing your critical analysis report with your peers and/or resource person and receiving their reactions.

How do teachers' needs and motivations relate to your attitudes and behavior as a supervisor? Will certain types of supervision motivate teachers more than others? What kind of supervision creates the best morale among teachers? What can you do to encourage maximum staff development? For information about the specific supervisor attitudes and behaviors that are most effective in encouraging and helping teachers achieve the best possible results from their teaching, read the following information sheet.

CHARACTERISTICS OF EFFECTIVE SUPERVISION

Considerable research has been undertaken to establish the impact of various styles of supervision on an employee's motivation and resulting occupational performance. This research has revealed several important dimensions about the relationships between supervision and teacher performance, and has done much to establish the importance of human relationships and personal interaction in supervision. These dimensions are as follows:

- Sensitivity in supervision
- Employee-centered supervision
- Professionalism and employment satisfaction
- Genuineness and supervision
- Self-actualization and supervision

Let us look at each of these dimensions more closely.

Sensitivity in Supervision

It is easy for supervisors to concentrate their attention so completely on the job to be done by the teacher that they neglect to appreciate sufficiently the individual needs and characteristics of the teacher as a person. An excessive emphasis on the task, rather than on the individual, can adversely affect the morale of teachers.

> Since people constitute the raw material of a school, the principal must understand their motivations, aspirations, and behavior patterns. Sensitivity, empathy, and genuine concern for a person are fundamental to effective personnel management. The principal who possesses these qualities has what is known as human relations skill. He [sic] gains this skill partly through knowledge and

experience and partly as a result of a basic commitment to, and a belief in, the inherent worth of each person.[2]

Research has demonstrated that employees tend to establish significant relationships with each other in order to satisfy their social needs and that these relationships are more powerful in determining motivation than the combined strength of money, discipline, and even job security. Research findings such as these led to a movement called the Human Relations School of Management. This school of thought places emphasis on the need for supervisors to be trained in such skills as listening, understanding, and eliciting cooperation.

It has been firmly established that supervision does affect the motivation of employees. It has also been established that supervision that is based upon a concern for human relations--and the factors that establish and strengthen effective human relations--will be more effective in motivating employees in their work responsibilities than supervision that ignores these factors. These findings have some clear implications for you in your role of supervising personnel.

As a supervisor, you need to know staff members personally. It is impossible to be sensitive to a teacher's personal and social needs unless you are close enough to the teacher to know what those needs are. It goes without saying that you will not get to know staff while hidden behind the closed doors of your office. Thus, you need to conscientiously schedule times and procedures for interacting with individual staff members. This interaction needs to be sufficiently informal to allow for establishing personal relationships. If you take the time to really interact with individual teachers and identify their concerns, you will have taken one step in developing the type of personal relationships that serve to motivate teachers to their maximum performance.

You must be sensitive to and empathetic with the personal and social needs of staff. People's personal and social needs can be difficult to accommodate unless you understand and appreciate them. This requires not only knowing, but also feeling--the empathy felt when you project yourself into another person's situation to appreciate that person's attitudes and actions. Empathy is more than sympathy. Sympathy can be condescending. Empathy is a sensitivity to and appreciation of another person's right to be a fully autonomous person and to be accepted and respected as such.

To gain this understanding of an individual, you must be close enough to the teachers for them to feel confident about sharing their feelings. However, administrators sometimes protect themselves against this type of relationship with their staff, for fear of the demands it might make upon them. For instance, it is a lot simpler to make an unpopular decision or assignment

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2. George B. Redfern, "Strengthening Principal-Staff Relations," Handbook of Successful School Administration (Englewood Cliffs, NJ: Prentice-Hall, 1974), p. 280.

if one considers staff only as numbers, rather than as individuals. An administrator may seek to maintain an impersonal relationship with the staff in order to be protected against the emotional costs of a more caring and sensitive attitude. This impersonal attitude, however, ignores a very important motivation factor--the inherent desire of humans to please others who are meaningful and important to them.

Teachers are naturally motivated to work hard for an administrator who has established sensitive and meaningful relationships with them. This motivation to please significant others can be an important source of energy for high performance and enthusiasm in work. Thus, you are more likely to harness this energy for the good of the students and of the school if you practice supervision that is sensitive to the employee's personal and social needs.

Employee-Centered Supervision

The importance of being sensitive to employees' needs has been further reinforced by research done on employee-centered supervision. Employee-centered supervision respects the autonomy of employees, trusts their capacities to assume responsibility, and allows employees to exercise initiative in their work.

In contrast, production-centered supervision emphasizes getting the job done; employees are often treated as if they are only instruments in the production process. This latter type of supervision is detached, noninvolved, and often highly rule-oriented. It tends to close in on the employee and will insert itself into the responsibilities of the employee if things are being done differently from that which the supervisor thinks is best.

In fact, the following factors have been found to be closely associated with motivation to work:

- The amount of freedom people have to do the job the way they want to
- The extent to which people are interested in and challenged by the work they are doing
- The responsibility they feel for doing a good job
- The amount of enjoyment they get from the job

For employees to work effectively together as a group, each individual must be motivated to accomplish the purposes of the group. However, they will only be motivated to the extent to which each person has a say in what goes on. Therefore, groups accomplish their purposes to the fullest extent only when each individual has a strong feeling of group responsibility.

It is difficult, sometimes, for new supervisors to use an employee-centered approach in their supervision because they feel the need to appear busy, active, and productive. It is easy for enthusiastic new supervisors to feel that it is their responsibility to supply all the answers. As a result, they may be overly directive, watch a little too closely, or otherwise intrude

unnecessarily into the teachers' activities--or appear to do so. Even the appearance of an intrusion may seriously affect the teachers' motivation. The teachers may feel that their sense of professionalism has been violated when supervision appears more intrusive, more directive, or closer than is consistent with professional autonomy.

Therefore, you need to develop skills in persuading and suggesting, rather than telling and directing. Your success will be greatly influenced by the amount of respect the teachers have for you--their appreciation of your sincerity, your abilities, and your support of them in their tasks.

An essential ingredient of sincerity is your consistency in relating to the staff. Good human relationships are established only when people feel that they know, understand, and can trust each other. Essential to trust is the ability to predict a person's behavior and to act on that prediction. If teachers become uncertain of your reactions--if you seem to treat some teachers preferentially and some unfairly or if you treat the same teacher differently in similar circumstances--this will prevent the development of trusting relationships between you and the teachers.

A lack of trust can cause feelings of insecurity and hostility in the teachers. Therefore, you must be consistent in judgments and behavior, and this consistency must be apparent to the teachers. In order to accomplish this, you may need to provide more thorough explanations for your decisions and behavior than would appear necessary at first glance. It is also a good idea to have clearly established procedures for dealing with certain problems. If teachers know these procedures and recognize that they apply to all alike, they are more likely to accept your behavior as being consistent.

However, it should be noted that rigidity in rules and regulations can be as frustrating and demoralizing to teachers as inconsistency. So, while it is a good practice to have well-established procedures for dealing with common issues and problems, it is important not to be so inflexible in these procedures as to prevent the treatment of teachers in terms of their individual needs and differences.

It is also important that such procedures do not deny teachers their sense of proprietorship--their feeling of ownership of and control over their assigned tasks; their sense of individual autonomy, responsibility, and initiative; their assurance that the job they are doing is an important one. The essence of professionalism is this feeling of proprietorship. As a supervisor, you can either reinforce or deny the teachers' sense of autonomy and professionalism. Supervision that is employee-centered, unobtrusive, and nondirective is likely to be far more successful in preserving the teachers' sense of professionalism--and indeed enhancing it--than more autocratic styles of supervision.

You can ask yourself the following questions to see whether you are meeting the goals of an employee-centered style of supervision:

- Do I give clearly defined responsibilities to teachers?

- Are these responsibilities consistent with and challenging to their capabilitites?
- Do I allow them to exercise their own initiative and judgments in these responsibilities?
- Do I refrain from interfering when a teacher tackles the responsibility differently than I would?
- Do I praise teachers for creative effort and initiative?
- Do I make provision for teachers to reap a clear sense of achievement from success in the responsibility?
- Do teachers know what to expect from me?
- Do the teachers feel close enough to confide in me?

Professionalism and Employment Satisfaction

In one study, two different sets of factors were found to affect employees' attitudes toward work.[3] According to this study, one set of factors, called motivators, were found to lead to greater effort and enthusiasm in work and greater productivity. Opportunities to become expert in the job, to assume more responsibility, to exercise initiative and ingenuity, and to experiment--these are all possible motivators.

The other set of factors, called hygienic factors, were found to lead to a sense of satisfaction and contentment with the job. However, these factors do not lead to greater effort or enthusiasm; they do not motivate. Some of these hygienic factors are pay, job security, working conditions, and good supervision. These factors have to be satisfied before the employee can be motivated to greater effort and commitment in work; however, they do not, in themselves, lead to this motivation.

If we consider this claim about hygienic factors and motivators carefully, we can see that many apparent contradictions about job satisfaction are explained by it. The hygienic factors must be felt to be satisfactory before the motivators can work. It is essential that such background factors as salary, supervision, and working conditions receive fair treatment before employees can be motivated to greater effort and enthusiasm. If these factors do not receive fair treatment, the employees' sense of worth can be adversely affected. This can cause employees to become embittered and antagonistic toward management or to be humbled beyond the point of caring about doing work they were formerly proud of.

However, even when these factors are satisfied, it does not automatically mean that employess will respond with great enthusiasm. They may just lapse into a comfortable and uninspired rut. The greater effort and enthusiasm for work comes only when the second set of factors--the motivators--are satisfied:

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3. Frederick Herzberg et al., The Motivation to Work, Second Edition (New York, NY: John Wiley & Sons, 1959).

when work is not merely interesting but challenging, not merely prestigious but significant, not merely fun but adventuresome; and when the employees derive a sense of personal growth from the occupation.

The implications of this research are apparent. It explains why some factors such as pay and working conditions, which we have come to believe are important to motivation, seem to motivate only at certain times. It appears that--once hygienic factors are satisfactory, there must be a significant level of challenge and satisfaction in the teaching task itself if teachers are to be motivated. Thus, your style of supervision must not only support the teachers; it must also lead to their professional development.

You should ask yourself the following types of questions to examine whether you are recognizing these factors in your supervision of personnel:

- Have I a comprehensive program of staff development?
- What am I doing to help staff members maximize their professional development?
- Do I regularly monitor staff teaching activities and assist them in exploring new methods?
- Do I regularly discuss with staff new ideas and methods relevant to their professional development?
- Do I encourage the staff to experiment with new ideas and methods?
- Do the staff have clearly defined responsibilities in line with their individual abilities?
- Do I see that the working conditions of the staff are as comfortable and convenient as is possible?
- Am I sympathetic to staff desires for optimum salary and working conditions?
- Do staff members know of my sympathy toward these factors?
- Do I put too much emphasis on pay and working conditions as staff motivators?
- Am I sympathetic to the staff's desire for tenure, and are they conscious of that sympathy?
- Do I organize teaching loads that are seen and felt by the staff to be equitable?
- Do I ask teachers as much as possible to work in their preferred disciplines?

The following is a very important statement regarding the employee's need for professional autonomy and the need to be treated and understood as an individual:

> Management is not simply a process of making the right decision and seeing to it that the decision sticks. When the decision affects

other people it may not be right--and it may not stick very well, either--if they did not contribute to it. Their contribution need only consist in a feeling that management understands them and is trying to be helpful. If that feeling is absent--worse still, if management thinks it understands its men [sic] but doesn't--the decision is likely to have no real effect or even a negative one.

Understanding men means much more than knowing their names and birthdays. It means knowing their aspirations and their frustrations. It means sharing with them some of the power over their working lives that managers habitually exercise.[4]

There is no doubt that a sense of being involved in the decisions that affect one's working life is highly relevant to motivation, especially for those in professional occupations. Yet, it is interesting to note that, no matter how much evidence is accumulated to show how closely the morale of workers is related to the degree to which they are included in the decisions that affect their working lives, many administrators are still very reluctant to trust the ability of workers in this decision-making process.

This reluctance may stem from the fact that the decision-making process is the clearest evidence of power--and one of the most satisfying outcomes of it. There is much evidence to indicate that people are not only ambitious to gain power, but also very reluctant to share it. Thus, some administrators are reluctant to share their power.

However, involvement in the decision-making process gives the employees a sense of power and significance in their work. This sense of power--which includes the ability to regulate working methods, to set goals and standards, and to have a role in determining rewards--has been shown by several researchers to be more significant to motivation than monetary incentives.

What is being demonstrated increasingly is that people have greater potential to be motivated in their work than has been allowed for by traditional supervisory methods. Supervisors are being called upon to acknowledge the ability, responsibility, and potential of employees, and to see their task as helping the employees achieve their goals in their own ways. Such supervision requires real faith on the part of the supervisor in those who are being supervised.

Genuineness and Supervision

Basic to the success of supervision is an effective self-awareness on your part. You need to know what impressions you make on others, why your behavior affects others as it does, and what your own motives are for dealing with people. Before you can deal sensitively with others, you must understand yourself.

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4. Saul W. Gellerman, Motivation and Productivity (New York, NY: American Management Association, 1963), p. 62.

Research pertinent to self-awareness has been undertaken by Andrew W. Halpin[5] and has revealed the need for genuineness on the part of the administrator. In his work on the organizational climate of educational institutions, Halpin found a most significant relationship between genuineness and supervision.

The organizational climate of an institution has been found by many to be a significant factor in determining employee attitudes and motivations. This climate has been likened to the "personality" of the organization, and it is significantly determined by the administrator's attitudes and actions. Halpin has described the climate of schools as ranging from open to closed. In an open climate, there is a high degree of consideration for employees by the administration, high morale, and a clear organizational structure. In a closed climate, there is low morale, a low degree of consideration, and high emphasis on the job rather than the employee.

Underlying this climate--and its impact on employees' attitudes and motivations--is an important factor that Halpin called authenticity or genuineness. He described this factor within the organizational climate of a school in the following way:

> As we looked at the schools in our sample, and we reflected about other schools in which we had worked, we were struck by the vivid impression that what was going on in some schools was for real, while in other schools, the characters on stage seemed to have learned their parts by rote, without really understanding the meaning of ther roles. In the first situation the behavior of the teachers and the principal seemed to be genuine, to be authentic, and the characters were three-dimensional. In the second situation the behavior of the group members seemed to be thin, two-dimensional, and stereotyped. Within the first situation there was enough latitude in the specification of roles to allow the role-incumbents to experiment with their roles--to work out ways of bringing their own individual style to their job and to their relations with their colleagues. In the other the roles seemed to be over-specific. The individual seemed to use his [sic] professional role as a protective cloak. The role itself and the individual's status as a teacher or a principal appeared to constitute his essential sense of identity.[6]

Halpin found that the behavior of supervisors who are authentic, who are genuine, is more likely to be accepted--whatever their style of supervision--than the behavior of those supervisors who are preoccupied with their role and

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5. Andrew W. Halpin, Theory and Research in Administration (New York, NY: Macmillan Co., 1966), Chapter 4.

6. Halpin, Theory and Research in Administration, p. 204.

their position. This is obviously a very important commentary on the behavior of supervisors, stemming from one of the most comprehensive pieces of research done in schools. It would indicate that not only must the supervisor show concern for employees, but also the concern must be genuine; it cannot be fabricated.

How often is the suggestion box ignored by employees because of their belief that suggestions are not genuinely desired by management--that the system exists only to give an appearance of concern for employees' suggestions. It is not uncommon for administrators to introduce systems and procedures of management because they are "in vogue" or are considered to be the right thing to do, without really believing in them. Such behavior only contributes to suspicion and lack of trust on the part of employees.

Supervision and Self-Actualization

Effective supervision of personnel assists in the professional self-actualization of teachers. That is, effective supervision leads to the motivation and increased ability of teachers to supervise their own professional development, to be their own constructive critics, to take the initiative, and to plan a program of activities that will result in the continual improvement of their own instructional methods and skills. It is the type of supervision that helps each teacher become an autonomous professional person and that satisfies his/her need to be a complete, responsible, and independent person--socially, emotionally, and professionally.

At least three important variables operate in the supervision of personnel and in determining the effectiveness of that supervision in helping teachers to become self-actualized:

- The nature, attitudes, motives, abilities, and maturity of the people being supervised; these vary greatly and demand individual attention
- The nature, attitudes, and motives of the supervisor; these also vary greatly and will operate to affect the situation whether the supervisor is conscious of it or not
- The style of the supervision itself, whether it is autocratic or democratic, production-centered or employee-centered, trusting or directive, sensitive or insensitive to personal and social needs, genuine or superficial and insincere

Each of these variables must be handled carefully if effective supervision is to result and those being supervised are to be effectively motivated.

It will help you to fulfill your supervisory responsibilities effectively if you do the following on a regular basis:

- Develop a comprehensive personal file for all teachers under your supervision.

- Include data that will assist your personal, as well as your professional, relations with the staff.
- Schedule responsibilities that can be assigned to individual members of the staff.
- Suggest these responsibilities in conference with the individual staff members--taking into account, whenever possible, their personal motivations and preferences.
- Make a program to follow up those responsibilities and to assist, encourage, and guide staff, where necessary.
- Make provision for staff to receive appropriate praise and other rewards for the successful completion of those responsibilities.
- Schedule social activities to improve interpersonal relationships among staff.
- Encourage social activities and, as much as possible, identify with them.
- Show interest, as appropriate, in the personal events of staff, such as family welfare, the arrival of children in the families of the staff, etc.
- Schedule regular visits to staff classrooms and laboratories for observation of their teaching activities.
- Arrange the visitation schedule in conference with individual staff members.
- Schedule regular conferences with individual staff members for assistance with staff development, using the knowledge gained from classroom visits.

For further information on effective supervision, you may wish to read one of more of the following supplementary references:

- Gellerman, Motivation and Productivity, Part I--This reading presents many of the most important studies that have been undertaken to examine the relationship between teacher performance and supervisor attitudes and behaviors.
- Sergiovanni and Starratt, Supervision: Human Perspectives, Chapters 7 and 8--In this reading, you will find further information about the styles and procedures of supervision that lead to improved teacher motivation and satisfaction.

The following "Case Study" describes how a vocational-technical supervisor managed the staff supervision process. Read the situation and critique in writing the performance of the supervisor described: what did she do correctly, what did she do incorrectly, and what should she have done instead?

CASE STUDY

Ms. Grant, a vocational supervisor, called a meeting of her staff to discuss her plans for a staff development program. During the meeting, the staff voiced some concern about the amount of time involved in the staff development program and requested a postponement until a summer program could be organized. Ms. Grant insisted that, as part of the program, a series of workshops should be organized to occur regularly throughout the year.

Some of the staff expressed their reservations about the value of the proposed workshops in terms of significantly developing their teaching skills. Ms. Grant contended that, if the staff approached the program with enthusiasm, they would derive great benefit from it. She concluded the meeting by stating that she felt there was general agreement with the proposed program and that she felt those with reservations about it would change their attitudes after the first workshop. She then handed out to the staff copies of the staff development program with dates and titles included.

Following the meeting, one of the dissenting instructors, June Spangler, dropped by Ms. Grant's office. Ms. Spangler was new to the school this year, and Ms. Grant didn't know her very well yet.

"Ms. Grant, can you spare a minute or two to talk?" asked June as she entered the office.

"Sure, Jane. Always glad to lend an ear," responded Ms. Grant.

"It's June," mumbled June under her breath.

"What's on your mind?" Ms. Grant inquired.

June then explained her concern with the planned staff development program. The way the health occupations program was set up, she didn't have time during the day for staff development workshops. And evenings, she had a part-time job at a local hospital--not so much for the money, but for keeping a hand in so her teaching stayed up to date and reflected the real world. Furthermore, she explained, the workshop topics didn't include an area she felt she needed help in: use of audiovisuals.

As soon as June finished talking, Ms. Grant quickly justified her proposed staff development program--once again. She explained that she was very careful to keep up to date through the literature and professional meetings

and that, therefore, she knew what new skills were needed by instructional staff. It was on that basis that she had planned the workshops--"to keep staff on the cutting edge where instructional innovations were concerned."

June nodded and excused herself. Left alone, Ms. Grant pondered the situation for a while. This was only her second year in her position as supervisor; she'd started at the school as an instructor and had gotten her advanced degrees in administration by going to college nights and weekends. She was lucky to have moved into the supervisory position in the same school, but she needed to prove to the staff that she was indeed qualified for this new position. She'd worked very hard in her degree programs and on planning this staff development program. She knew the workshops would be worthwhile and helpful. As far as she was concerned, staff were just giving her a hard time in her new role. Jealousy, maybe.

To nip any future challenges in the bud, Ms. Grant decided to drop in on the classes of the other dissenting teachers and evaluate their performance. In that way, she would be able to show concretely that her planned workshops would, in fact, help them to improve. She'd have proof that they were weak, or at least not experts, in the skills to be covered. Once she could show them in black and white that there was a need, she was sure they'd come around.

Compare your completed written critique of the "Case Study" with the "Model Critique" given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

It is entirely conceivable that the hard-working Ms. Grant had indeed been doing her homework, had in fact identified key instructional skills, and did in truth put together a dynamic, relevant, and worthwhile set of workshops. However, the way in which she planned and presented her staff development program may ensure that staff will not cooperate and that her efforts will have been for naught. What went wrong?

First, Ms. Grant cannot be genuine in her approach so as long as she believes that, since she was formerly an instructor at the school, staff do not respect her new position--that staff do not feel that she has credibility solely because of her former position. There is no evidence of that. The evidence shows that she lacks credibility simply because of her current approach. In fact, as a new teacher, June Spangler would have none of those preconceptions. Ms. Grant is feeling threatened and insecure; she feels she needs to "prove" herself. Those feelings are causing her to act in an autocratic, directive manner, which is not conducive to good supervision.

Consequently, although Ms. Grant is claiming--to staff and to herself--that her only desire is to give them the help they need, in fact her real motivation is to prove herself. She is not being genuine--and staff no doubt sense this. It will be difficult under those circumstances to develop any sense of trust.

Second, and related to the first, Ms. Grant is not using an employee-centered approach or one that considers staff's need for a sense of professionalism and employment satisfaction. She did not involve them in the decision-making process. She planned the workshops without staff input. At the meeting, she simply told staff what the plan was, with no real opportunity for changes based on their concerns and needs. Granted, there was some staff participation during which they expressed their reservations, but their remarks were not considered. She defended her plan; she was not open to their suggestions.

Third, she was not sensitive. She didn't listen--actively listen--in the meeting, and she didn't listen to June Spangler. In fact, she didn't even call June by the right name. You can't have good personal relationships with staff if you can't even be bothered to get their given names correct. June obviously is a concerned professional. She even works nights in her occupational area so she can keep abreast and up to date. She has bothered to identify that she needs help in using audiovisuals in her lessons. But Ms.

Grant is so busy protecting and defending her position and her plan that she fails to listen. Once again, all she hears is that this teacher is unwilling to give her plan a chance. So, again, she reiterates her justifications. June was ripe for help, but Ms. Grant failed to provide the help needed. It is unlikely that June will turn to Ms. Grant again.

Fourth, Ms. Grant's final idea may be the straw that breaks the camel's back. By dropping in unannounced to "evaluate" staff solely for the purpose of proving that they need her workshops, she will undoubtedly further alienate those who are already "dissenting."

In short, Ms. Grant did not treat staff as if she trusted their autonomy and their capacity to assume responsibility. She was insensitive to their needs--stated or unstated. She did not create a climate in which needs could be stated; staff would be unlikely to trust her willingness to respond to their needs given her actions thus far.

Ms. Grant will need to learn that you cannot insist upon enthusiasm or legislate respect; these must be developed and earned. She will need to include staff in the planning of their staff development activities in the future if she truly wishes to meet their needs, gain their trust, challenge them, and motivate them. She must listen. She will need to allow staff to exercise some initiative and creativity in their teaching tasks. She must be willing to give staff responsibity for their own self-assessment and professional development. Unless staff feel a sense of proprietorship in the activities that they must attend, full cooperation is unlikely to occur. If she can turn her attention from her need to prove herself to her real concern--staff needs--Ms. Grant should be more successful in the future.

Level of Performance: Your completed critique should have covered the same major points as the "Model Critique." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Characteristics of Effective Supervision," pp. 27-36, or check with your resource person if necessary.

You may wish to arrange through your resource person to observe two or more administrators involved in situations that require that they supervise personnel. It may be easier and preferable for you to observe two or more administrators from different schools so that you may observe different aspects of the administration in each of the schools involved. If you choose to complete this optional, though strongly recommended, activity, the following steps may be used to guide your activities.

Review the "Record of Supervision," pp. 43-44, before you observe each administrator's performance in order to ensure that you know what to look for during each supervisory situation. However, do not use this form during your observation; rather make mental or written notes in an unobtrusive manner.

Observe each supervisory situation. If you are attending a staff meeting or similar function, you may wish to record the meeting on audiotape. However, be sure that it is done in an unobtrusive manner and that you obtain prior permission from the administrator.

To supplement your observations, obtain permission to interview one or two staff members concerning the various elements of the supervisory process used in their respective schools. In addition, collect relevant school documents such as bulletins, handbooks, notices, etc., that can be used in your analysis of supervisory styles and procedures.

While completing this activity you should be careful not to do the following:

- Take notes in an obvious way that people may find threatening
- Make any recording of conversation or meetings that has not been agreed to
- Use a visible rating scale or checklist
- Give the impression that you are evaluating a particular person rather then analyzing administrative procedures
- Make hasty judgments about procedures being used before you have gained all the necessary information about them
- Share your analysis results with staff; if they wish to be apprised of the results of your observation, arrangements should be made between them and your resource person

Based upon your notes, write a critical analysis of each of the supervisory situations you observed. In analyzing the situations, consider what has been shown to be important to the teacher's need for achievement, power, and affiliation. Also consider the characteristics of human motives and how the supervisory style and procedures you observed accommodate or contradict those characteristics. When writing your analysis, be sure to consider carefully the characteristics of supervision that have been demonstrated to support and encourage teacher motivation.

There is no formal feedback device for this optional activity. You may however wish to evaluate your competency in analyzing the style and procedures used by actual administrators in the supervision process by meeting with your peers and/or resource person to discuss your observations. At this meeting, you could present your critical analysis report and listen to the reports of peers who may be working on the same module. Your report should consider (1) what has been shown to be important to the teacher's need for achievement, power, and affiliation; (2) the characteristics of human motives and how the style and procedures of supervision that you have observed accommodate or contradict those characteristics; and (3) the characteristics of supervision that support and encourage teacher motivation.

RECORD OF SUPERVISION

1. How does the administrator delegate responsibility to the staff?

   In recording and analyzing this aspect of supervision, you may find it helpful to answer some or all of the following questions:

   - How are staff consulted in delegating responsibilities?
   - How are the responsibilities matched to the capacities and interests of individual staff members?
   - How does the administrator give continuing supervision to delegated responsibilities?
   - What indication is given staff members about the standards of performance to be reached?
   - What sort of feedback do staff members receive about their performance?
   - What system exists for staff in general to know the responsibilities of individual staff members?
   - What sort of rewards are given staff members for successful performance?

2. How does the administrator include staff in the decision-making processes in the school?

   In recording and analyzing this aspect of supervision, you may find it helpful to answer some or all the of the following questions:

   - How frequently are staff meetings scheduled?
   - How is the agenda for such staff meetings determined?
   - How are staff encouraged to contribute to meetings?
   - How are disagreements and opposition to the administrator's suggestions handled?
   - How are the conclusions from a staff meeting arrived at and implemented?
   - How are staff informed of the major decisions that are to be made in the school?
   - What procedures exist for staff to give suggestions and ideas about those decisions before they are made?
   - How do staff know whether their ideas are considered seriously when important decisions are made by the administration?

- What freedom is given staff to initiate new ideas and to experiment in their professional responsibilities?
- How are staff informed of major decisions that have been made and the reasons for those decisions?
- What are the channels of communication existing between the administration and the staff, and between the staff and the administration?

3. How does the administrator encourage positive interpersonal relations?

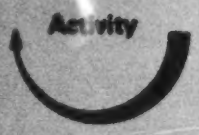
In recording and analyzing this aspect of supervision, you may find it helpful to answer some or all of the following questions:

- How much contact does the administrator have with staff members?
- How frequently does the administrator mix informally at coffee breaks or lunch with the staff?
- How does the administrator encourage social activities among the staff?
- How available is the administrator to staff for discussion of professional and/or personal problems?
- What level of friendship and social interaction exists among the staff?
- What are the procedures for staff to arrange meetings with the principal?
- What social committees exist and how active are they?
- What support do social functions receive from staff and the administrator?
- How visible is the principal to staff and students in the school during the day?
- How well does the administration seem to know the personal feelings and concerns of the staff?
- How does the administration respond to the personal feelings and concerns of the staff?

Learning Experience III

FINAL EXPERIENCE

While working in an actual administrative situation, supervise vocational education personnel.*



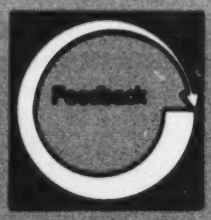
As you fulfill your administrative duties, implement styles and procedures of supervision that you believe to be appropriate for various situations in which you are supervising vocational education personnel. This will include--

- delegating responsibilities
- including staff in decision making
- encouraging positive interpersonal relations among staff
- meeting the personal needs of individual staff members

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

continued

*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.



Arrange to have your resource person review your completed documentation and, if possible, to observe at least one instance in which you are actually involved in supervising personnel.

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 47-49.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in supervising vocational education personnel.

Name _____

Date _____

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Supervise Vocational Education Personnel

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In giving responsibilities to the staff, the administrator:						
1. clearly defined those responsibilities.....	☐	☐	☐	☐	☐	☐
2. worked out the responsibilities in collaboration with staff members.....	☐	☐	☐	☐	☐	☐
3. gave responsibilities that were challenging to staff members.....	☐	☐	☐	☐	☐	☐
4. explained clearly the standards of performance expected.....	☐	☐	☐	☐	☐	☐
5. showed continued interest in staff members' progress in fulfilling the responsibilities....	☐	☐	☐	☐	☐	☐
6. gave feedback to staff members to assist them in achieving success in the responsibilities...	☐	☐	☐	☐	☐	☐
7. gave praise and approval to staff members for successful completion of the responsibilities..	☐	☐	☐	☐	☐	☐
8. did not interfere unnecessarily with staff members in fulfilling their responsibilities...	☐	☐	☐	☐	☐	☐
9. allowed staff members to take credit for success in their responsibilities.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Exc
In including the staff in the decision-making processes, the administrator:						
10. scheduled frequent staff meetings.....	☐	☐	☐	☐	☐	☐
11. enabled teachers to contribute to the agenda of the staff meetings.....	☐	☐	☐	☐	☐	☐
12. sought suggestions and input from teachers for the staff meetings.....	☐	☐	☐	☐	☐	☐
13. responded appreciatively to teachers' suggestions and contributions.....	☐	☐	☐	☐	☐	☐
14. responded positively to viewpoints different from his/her own.....	☐	☐	☐	☐	☐	☐
15. initiated procedures in the school to encourage staff suggestions and input into decision making.....	☐	☐	☐	☐	☐	☐
16. established clear channels of communication with the staff to keep them well informed of decisions and events.....	☐	☐	☐	☐	☐	☐
17. allowed staff sufficient freedom to experiment in their teaching activities.....	☐	☐	☐	☐	☐	☐
18. informed staff of major decisions that were to be made.....	☐	☐	☐	☐	☐	☐
19. encouraged staff to express opinions on those major decisions before they were made.....	☐	☐	☐	☐	☐	☐
20. informed staff clearly of major decisions made and the reasons for those decisions.....	☐	☐	☐	☐	☐	☐
In encouraging interpersonal relations within the school, the administrator:						
21. showed a friendly manner toward the staff.....	☐	☐	☐	☐	☐	☐
22. showed interest in the personal circumstances of the staff, and inquired into those circumstances when relevant.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
23. promoted social interactions and social functions among the staff.....	☐	☐	☐	☐	☐	☐
24. attended staff social functions regularly.....	☐	☐	☐	☐	☐	☐
25. interacted with staff informally at coffee breaks and lunch hours.....	☐	☐	☐	☐	☐	☐
26. was readily available to the staff for consultation and conference.....	☐	☐	☐	☐	☐	☐
27. was visible to staff and students daily within the school.....	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

NOTES

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